

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 MAR 29 AM 10:45</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Jonesboro ISD	4632275		
Vendor ID #	ESC Region #	DUNS #	
	12		
Mailing address	City	State	ZIP Code
P.O. Box 125	Jonesboro	TX	76538-
Primary Contact			
First name	M.I.	Last name	Title
Matt		Dossey	Superintendent
Telephone #	Email address		FAX #
254-463-2111	matt.dossey@jonesboroisd.net		254-463-2275
Secondary Contact			
First name	M.I.	Last name	Title
Kendra		Gustin	Principal
Telephone #	Email address		FAX #
254-463-2111	kendra.gustin@jonesboroisd.net		254-463-2275

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Matt		Dossey	Superintendent
Telephone #	Email address		FAX #
254-463-2111	matt.dossey@jonesboroisd.net		254-463-2275
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

701-16-102-145

Schedule #1—General Information (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 8/29/ 2016

End date (MM/DD): 7/14/17

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

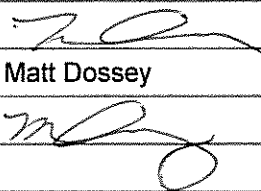

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	4632275 Jonesboro ISD	Matt Dossey 	254-463-2111 matt.dossey@jonesboroisd.net	\$207,795
Member Districts				
2.	4632275 Jonesboro ISD	Matt Dossey 	254-463-2111 matt.dossey@jonesboroisd.net	\$207,795
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Jonesboro ISD is located in Jonesboro, Texas population 761. Jonesboro ISD has a school enrollment of 189, PK-12. Over 60 percent of the students are on free and reduced lunch. The demographics of the ISD is 87.3 % white, 11.1 % Hispanic and 1% multiracial. There is no comprehensive afterschool program that exist in the area. No daycare or other child care services within 30 miles. Our students and families are living in an economically depressed community and have no access to an affordable quality afterschool program. The school has a 20% mobility rate which is higher than the state average. 47.9% area considered economically disadvantage.

For 2015 the school was rated as "improvement required" by TEA. According to the (TEA) school report card for 2015 Jonesboro is academically challenged in the following areas or below state standard: Postsecondary Readiness standard they scored a 29% compared to a state standard of 41% in two or more subjects. Reading and math were the two most significant area needing improvement. Grade 5 Students meeting Phase-in Level II on first STARR administration for reading scored 67% compared to a state standard of 75%. Eight grade is a smaller percent variance than 5th grade, but still below state percent.

The Federal Report Card also indicates the following for student meeting Phase-in Level II for 3rd grade – Math 58% compared to a state at 74%. 4th grade at 64% compared to state at 73% for reading. There was a 1% variance below state for writing. 5th grade for Math is showing a higher variance than the state report card with a 46% compared to the state 75%. Science has a smaller variance but still below standard. 6th and 7th grade in Math are also show more than a 20% below with scores below state percent. 8th grade they are below 20% or more in science and social studies. For students who enroll and begin instruction at higher education the school percent is 33.3% compared to state at 56.9%. from 2012-13 statistics.

Jonesboro is a remote and rural community that is in high need of a quality afterschool program that will serve the youth and families. With almost half the community economically disadvantage it is essential that is affordable. The Jonesboro ACE (Afterschool Centers for Education) would serve **100** students PK-12th grade focused on the following:

1. **Improved academics** partnering with the school day to create a comprehensive and coordinated approach to enhance the core subject areas for all grades. Focusing on the respective grades where the need is highest to improve scores on STARR, as well as end of course.
2. Maintain and improve **attendance** for all grade levels. Currently above state standards but will continue to maintain and strive for higher attendance for students. By providing quality enrichment and other enhancements to encourage overall attendance for the program and school day.
3. **Improved behavior** beginning with early grades on character education and other curricula.
4. **Improve promotion** rates collaborating with school day and focusing on core areas to create strategies for students to be successful.

Overall objective is improve academic performance, increase attendance, overall behavior and continue successful graduation and promotion rates. The Jonesboro ACE program will operate Aug. 29, 2016 – May 11, 2017 for fall and spring. Summer will begin May 29th – July 13th, 2017 not concurrent with some holidays during this term. All dates are subject to change pending school start and end date as approved by the school board.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Jonesboro ISD will have one center called Jonesboro Afterschool Centers on Education (ACE), located at Jonesboro ISD in Jonesboro, Texas. The program will serve 100 students Pre K – 12th grade, 30 parents. The primary programming will be held in one of the buildings at Jonesboro on a daily basis. Occasional field trips to will be offered to enhance the students opportunities.

Students will be selected by teachers and administration who show a high level of need first with academics, then behavior and attendance issues. Academics will not be solely based on grade but consideration will be given to pre test scores, demonstrated need or other indicators that the student would benefit from the extended hours. Enrichment will also be included in the program featuring programs such as archery, soccer, art, music and other programs currently not offered during the school day. Focusing on behavior will be an additional enrichment utilizing programs such as Character Counts, Pursuing Victory with Honor, karate and other programs that reinforces positive behavior and discipline.

Continued efforts will be made to offer students college and career awareness. Both local programs and field trips will be included to provide students opportunities to explore their future. Multiple programs will be offered to families to provide them opportunities to continue their education and enhance skills that might provide employment such as CNA program.

The activities will be aligned with school day but not replicate the school curriculum. It will be supportive activities that will enhance the learning experience for students. The activities will be interactive and intentional. The staff will explore both packaged and other sources for the best quality curriculum to design and implement the program. Utilizing resources and partners such as Texas Agri Life Extension to provide some of the curriculum and activities such as gardening to help reinforce math and science. Additional programs such as Character Counts or Pursing Victory with Honor from Extension or other partners like the Boys and Girls Club in Gatesville, Texas.

Additional vendors such as Mind Works and others that meet the requirements of the grant will be explored as the students' needs are identified. For college and career, partnerships with TSTC, Baylor and Tarleton State will be expanded. Additional schools such as Howard Payne and Mary Hardin Baylor will also be contacted for possible interns and support for ACE.

Working with both the Hamilton and Coryell County Dept. of Heath and Better Living for Texas program out of Texas Agri Life will partner to offer programs for our families such as : Do Well Be Well for diabetics, Real World a focus on finance, Walk Across Texas (fitness), Father's Reading Everyday (FRED) and other certifications such as Food Protection Management. In partnership with the library the program will offer many parent opportunities and classes to serve the families of the community.

The program will begin operation the first full week of school prior to labor day (Aug. 29, 2016 and run till May 11th, 2017) and recognize the school holidays and other designated days approved by the school board. Summer will begin the first week after school is out (May 29th – July 13th, 2017). 14 weeks in the fall term, 17 weeks in spring, 6 weeks of summer with a total of 37 weeks of programming.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 4632275				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017				Fund code/shared services arrangement code: 265/352	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$117,000	\$15,000	\$132,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$15,000	\$	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$	\$30,000
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$12,000	\$3,900	\$15,900
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$179,00	\$18,900	\$197,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$179,000	\$18,900	\$197,900
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$197,900
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$207,795

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 4632275			Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
			Grant Amount Budgeted	
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)		1	\$20,000
5	Site coordinator (required)		1	\$15,000
6	Family engagement specialist (required)		.25	\$5,000
7	Secretary/administrative assistant			\$
8	Data entry clerk		.50	\$7,000
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Curriculum Consultant / Coordinator			\$5,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$52,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay \$25 an hour with 4-6 teachers estimated		\$65,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits estimated at 15%		\$15,000
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$80,000
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$132,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 4632275		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	ACE Professional Staff Development (example training at ESC or special speaker etc.)	\$3,000
2	Grant Evaluation (Wexford)	\$2,000
3	Conferences	\$3,000
4	Instructor such as : archery, karate, etc.	\$6,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$14,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1000
(Sum of lines a, b, and c) Grand total		\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 4632275		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$30,000
Grand total:		\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 4632275		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$5,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	AR books for students not provided in library	N/A	N/A	\$4,000
66XX—Computing Devices, capitalized				
2	Laptop for Project Director Site Coordinator, Data	3	\$800	\$2,400
3	Printers	3	\$500	\$1,500
4	Ipads for students and programming	20	\$400	\$8,000
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$15,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			189	
Category	Number	Percentage	Category	Percentage
African American		0%	Attendance rate	96.8%
Hispanic		11.1%	Annual dropout rate (Gr 9-12)	0%
White		87.3%	Students taking the ACT and/or SAT	80%
Asian		0%	Average SAT score (number value, not a percentage)	NA
Economically disadvantaged		47.9%	Average ACT score (number value, not a percentage)	16
Limited English proficient (LEP)		0%	Students classified as "at risk" per Texas Education Code §29.081(d)	57%
Disciplinary placements		0%		

Comments

There is not daycare or affordable quality afterschool program within the area. As of 2015 the school was rated as "needs improvement" by TEA. The school has a 20% mobility rate which is higher than the state rate. Jonesboro is a remote rural community that is in high need of quality afterschool program that will serve the youth and families of the area.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American		%	No degree		%
Hispanic		12%	Bachelor's degree	14	%
White		88%	Master's degree	2	%
Asian		%	Doctorate		%
1-5 years exp.	6	%	Avg. salary, 1-5 years exp.	25,000	N/A
6-10 years exp.	4	%	Avg. salary, 6-10 years exp.	30,000	N/A
11-20 years exp.	3	%	Avg. salary, 11-20 years exp.	35,000	N/A
Over 20 years exp.	3	%	Avg. salary, over 20 years exp.	40,000	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	13	18	17	12	11	7	13	13	9	14	19	18	12	11	189
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	13	18	17	12	11	7	13	13	9	14	19	18	12	11	189

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Schedule #13—Needs Assessment

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment has identified that the area of most importance is academic improvement. As noted in previous pages that the STARR performance and scores have not met the standards and expectations for TEA. Overall from faculty, staff and administration the area that will be targeted most will be on improving academics. The plan for ACE program is to assist the school day and extend the time students have in accomplishing master of the subject that is most challenging for them. Looking at the scores, each grade has a similar needs but in different subject matter areas.

The process will be using bench mark exams and other measurements to assess the students status during the school year as well as past performance. As needs are assessed then resources to best serve the majority will be utilized to help improve scores for academics. As the subject matter is identified they will also be prioritized according to the majority need to the least needed. Thus overall reading has been identified for multiple grades. For 4-7 the areas of math and science area will be the next highest need.

Most enrichment that will be implemented will help to reinforce the areas that are in greatest need. For example for those needing focus on reading the FRED (Father's Reading Everyday) might be one program implemented to strengthen both the students skills and bring the family together. Another program that is enrichment but provides strong reinforcement to science and math is the junior master gardening program. This is just a couple of enrichment programs that staff has already identified that would help yet provide enrichment as well.

There are few behavior problems that are minor but overall discipline and character education will be another focus. The promotion and graduation rates are fairly high currently but the ACT and SAT scores are not as strong as desired. Thus one of the efforts will be providing programs to help students prepare for the test and learning how they can improve their scores.

Overall having a strong family buy in to the program and school is essential to success. So creating a strong family engagement component is also a priority. Many families are active but the desire is to continue to grow and increase that involvement.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	#1. Provide resources to create an ACE program that is comprehensive, collaborative and coordinated approach to include the school, family, student and community. Ultimate goal is to help students meet state academic achievement standards. The second goal under academics is to increase promotion and graduation.
2.	Improve Academics	#2 Organize the ACE activities to create participation that will create more interest by students in academic achievement. Thus causing increase in test scores and overall grades.
3.	Improve Behavior	#3 Provide character education and discipline programs that continues to help students be successful in school and life. Little to no participants cited for criminal or non-criminal activities for ISD.
4.	Improve Promotion Rates	#4 Provide accelerated instruction using academic base curriculum to help student meet and exceed state averages.
5.	Improve Graduation Rates	#5 Increase awareness of higher education opportunities and provide on line classes that prepare students for college and workforce.

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Schedule #14—Management Plan

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum of a BS degree and preferred experience in the classroom or After school setting. Utilize the Blueprint requirements and job description.
2.	Site Coordinator(s)	Minimum BS but Associate degree preferred. Skills in organization and curriculum is desired. Utilize the Blueprint requirements and job description.
3.	Family Engagement Specialist	Part-time, could be current employee at ¼ time ACE. Utilize the Blueprint job description, prefer some experience of working with families.
4.	Data Clerk	Part-time to assist in input of data and reports for evaluation.
5.	Curriculum Contractor	Part-time or sub contract to help coordinate curriculum desired by staff and PD.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Academics	1. Increase AR reading all elem. grades / comprehension	Aug. 2016	Feb. 2017
		2. Pre test for reading 10% improvement	Aug. 2016	April 2017
		3. Benchmark 3 rd grade reading 5% improvement	Aug. 2016	Dec. 2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Academics	1. Math bench mark 5% improvement all grades 3-12	Aug. 2016	Dec. 2016
		2. Math prep and fall term grades improve 10%	Aug. 2016	January 2017
		3. Math scores for STARR all level improved	Aug. 2016	April 2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Academics	1. Science bench mark 5% improvement all grades 3-12	Aug. 2016	Dec. 2016
		2. Science prep and fall term grades improve 7%	Aug. 2016	January 2017
		3. Science scores for STARR all level improved	Aug. 2016	April 2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Behavior	1. No criminal or non-criminal issues.	Sept. 2016	May 2017
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Promotion / Graduation	1. 95 or better graduation rate.	Aug 2016	May 2017
		2. 95% promotion rate on all grade levels	Aug. 2016	May 2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Utilizing tools from the Blueprint the Administration and staff will be very interactive with the ACE staff to coordinate, plan and implement the program. Tools from the guide will provide self-monitoring documents and other methods that will help the staff attain goals and objectives. As areas that need to be tweaked or improved area identified then the team will meet on a regular basis with school day staff. ACE staff will consist of two primary employees, yet the size of the school should assist them in finding weekly opportunities to visit with teachers, counselor and other parties to ensure goals are being met.

Establishing a community task force will also be critical for the staff and family engagement part time individual. They will assist in directing and looking at sustainability avenues. Keeping all stakeholders informed will also be essential to the success of Jonesboro ACE.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working with the community task force the staff and administration will begin to identify possible partners and venues that might allow for the program to sustain over time. Maximizing the resources and program effectiveness will be critical to building sustainability. Partners will be a key factor for Jonesboro ISD ACE with no industry or other large employers in the area it will be essential that they buy in to continuing the program.

The plan is to establish a task force within the first 4-5 months of programming. Then in spring have second meeting to include families, partners and other interested community leaders. This would continue to build as each year progresses to establish what can be done to sustain.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Texas 21 st Data	1.	Enrollment in activities
		2.	Activities most attended
		3.	Activities least attended
2.	Texas 21 st Data	1.	Benchmark or any pre-test available
		2.	Days attending program
		3.	Program's offered / academic & enrichment
3.	Report Cards	1.	Grades
		2.	Attendance
		3.	Benchmark
4.	Benchmarks Fall	1.	Reading bench mark Fall
		2.	Math practice test and bench mark fall
		3.	Science bench mark
5.	STARR	1.	Reading STARR
		2.	Math STARR , Science and Social Studies
		3.	EOC exams

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working with the PEIMS or school counselor / teachers the staff will collect data from them to help find where students are within the first three weeks of school. Those will be the first focus if they are not being successful. Then at the end of first six weeks this may have additional students and need to refocus how program is implemented. As findings continue to be obtained with benchmarks and other pre-tests it can continue to be refined.

The strength of the program will be on the need to communicate with school day and after school staff. As findings become more defined then sharing with school board and other public venue's will be essential. Keeping everyone with the objectives in front of them is essential.

Communication with parents and families about the needs of their student with both school day and ACE staff sharing and encouraging should help students make improvements. Working as a team will be essential to the success of the program. Data collection will be in the form of report cards, communication with teachers about any concerns and working closely with administration.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE schedule will resemble the following outline:

6:45 – 7:45 am – (1 hr) / Morning homework help all grades and Book Club, possible character education with JH & HS using Pursuing Victory with Honor.

3:20 – 5:20 pm – (2 hr) One hour academic and one hour enrichment.

This will provide ACE programming for four days a week for a total of 12 hours. Friday morning's will be offered as well but running the program Monday – Thursday for 37 weeks beginning in August 2016 and running till July 2017. Breakfast will be available in morning and snack in the afternoon.

Travel will be utilizing the school transportation for morning and afternoon. Many students are currently picked up by family. The school currently has a system of safety code in operation for building to be locked during school day and will remain in practice for ACE.

ACE will be held on the campus and there are three buildings. Most of the programming will remain in one or two buildings but as during school day, students will be accompanied by staff if moving from one building to the next.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All forms and other eligibility information will be posted on the school website and disseminated to families in an information packet as to enroll in the program. The forms will also be on hand at the school administration office at Jonesboro ISD.

Forms and other communication will be both in English and Spanish. All parties will receive a phone call by the project director or site coordinator if they are eligible for the program as well. Continued recruiting will occur as students are identified during the school year.

Again using the Blueprint and the ACE website with resources the forms and other documents will be created with Jonesboro ISD identified as grantee. Staff handbook will be the Jonesboro ISD handbook with some modification if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities: Academic will be utilizing programs such as Mind Works and other curriculum to help improve the academic scores. Along with the homework help, enrichment that reinforces reading, math and science will be utilized. Curriculum that has STEM focus and programs that offer hand's on opportunities such as water-botics, aerospace and more will be offered in enrichment. Gardening from Texas Agri Life will be offered which will help with both science and Math.

Students will be encourage to complete all homework and get homework assistance before they are in enrichment. The extended time should allow teacher/staff from ACE to expand on the concepts taught during the school day and hopefully reinforce the practice for the subject matter.

During ACE students will have an opportunity to do more hand's on learning in all the subjects. This school is very rural and so music and other areas are not even an option. Currently they have no family consumer science classes, thus offering programs in this will again offer new experience but reinforce science, math, reading and more.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All programs due to the size of the school with less than 200 students are integrated. Title 1 funds and other public resources are very coordinated to make the best use of funds. Working with the counselor, principal and other parties the ACE staff would coordinate activities and resources that would best serve the community.

For example during an Title 1 meeting one part of the program might be on the resources offered with program and then 15 minutes of the meeting ACE staff would share what ACE program has to offer families as well. Both parties would benefit, the families would appreciate not having to come to two events and thus should have better turn out for our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research shows that practice or repeating a good practice will help students retain the subject matter they are working on. Thus having homework help is one way to help the student not just complete the homework but also for them to get additional support and practice on that task. Good example is learning multiplication, using flash cards is one way students can learn and memorize multiplication. With ACE utilizing other resources students will be encouraged to improve or strengthen their skill. Using music math songs might help one student and another might use "I excel" Math on the computer.

Each of the academic and enrichment activities will be designed to best capture the needs of the students. For many students the challenge of reading can supersede there success in Math or Science. Providing a strong foundation in reading will be an essential built on a daily basis for the Jonesboro ACE. The school currently has a strong AR program but the goal is to continue to strengthen and improve.

Success will be measured on a three and six weeks basis as we see how each student is doing academically. Because this is a smaller ISD much of the data will be on report cards and daily work grades. Maintaining a positive working relationship with the school day staff will be essential for both the site coordinator and project director.

Reviewing on a weekly basis the status of each student will be important. Visiting with teachers and the student will be important to accomplish improvements. The on- going collection of data will be primarily by the site coordinator but the project director and other administration will be involved.

Working closely with teacher and administration to keep families informed will be essential. Analyzing and discussing strategies will be important to ensure that the student is successful. Each opportunity to reach out to the student and family will help build a high quality program and experience.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Currently have an agreement with local shared service organization and they will continue to partner with not just school but also ACE if grant is awarded. Also have partnership with TSTC and Texas AgriLife with several curriculum enrichment programs offered through Extension.

There are multiple organizations but one of the strongest is the community church. The pastor is also the superintendent of schools. Many of the students go to church every Wednesday for light snacks and fellowship. The church continues to help the school in many functions but for ACE one of the goals is to secure volunteers and possible enrichment teachers from this relationship.

The Education Coop works with many of the special needs students and will continue during school day. The goal is that they will also work and communicate with the ACE staff on any modifications that might be essential for the students.

Providing curriculum and possible resource for programming with Texas AgriLife. Archery is one area that has been of interest to some of the students and a certified teacher is in the community and would be willing to teach this if there is a core group interested. Additionally the gardening and other areas are also available.

For families that are at risk and limited resources the BLT program from Coryell and Hamilton counties will provide programs free for students and adults alike.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Building is one of the available resources. The ISD is willing to supply the facilities for the ACE program and it's staff. The school is the central facility for the community and the buses are the means of transportation for the students that live in the county. Along with the facility would also be furniture needed for staff. There is no other site or day care or provider for students afterschool beyond the school hours.

The majority of the students live in the county and if an ACE program existed it would be most beneficial. Many students arrive home as latch key kids until their parent(s) return home. ACE would provide a safe environment for them and also help the enhance their academic skills at the same time.

Other than the church there is a community center but it is not open and only rented as a hall for family reunions and other events. Having he ACE funds is essential for the school to have an afterschool program. The school just this last year recovered from a huge financial bind that almost closed them. Now facing the challenge of trying to meet academic standards they are again facing a challenge.

For families the school is also the central point. There is no real eating facility, no location other than the gas station that the families gather other than church if they attend locally. This is a mobile student body and the families float from Jonesboro to Hamilton to Gatesville looking for employment and housing.

Without this grant, an extended day would not be possible.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On any given Wednesday you will find more than half the student body that goes to church. Why? It is a safe, educational place that families can send their child when they are not home from work. Jonesboro has had some tutorial programs but have sent administration to observe other ACE programs as well as teachers that have worked in programs at other locations.

Teachers research and find other sources so students have good postsecondary experiences and prepare for the workforce. Many of teachers during the year already have college and vocational schools that come to present to help students look toward their career. They equally have worked with students to take dual credit and get started early on college prep.

The Superintendent came from a Texas 21st century grant (Hamilton part of the ESC12 Cycle 7 grant), Principal also came from a school with afterschool program. Her mother is at a current 21st Century grant cycle 7 and has shared the success of the program and how to implement the activities to best serve the students. Several of the faculty have been at schools that had after school programs.

They have talked to a previous project director and site coordinator that has assisted them in beginning stages of planning if the grant is awarded. They have also had some experience looking at TX 21st on line data entry and are planning on how to best accomplish data input.

Also reading the Blueprint and researching on the My Texas ACE website to begin to get data or resources collected for the grant.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Just as with a substitute or other volunteers the ISD would have them complete an application. Pending their role they might have an interview. Any selected to assist directly with programming would have to pass a fingerprint background check.

This is a school policy and would be applied to ACE as well.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The plan would be to create a task force in the first 4-6 weeks. This would include any business owner, interested stake holder, school board member and administration / teachers. This group would make some of the first plans about where they might find funds for future. They will also be used to discuss what is working in the program and what is not. They will help to guide and plan overall. Task force will also help to identify other partners and volunteers that might assist in programming.

After the first meeting then again in the spring of 2017 they will continue to look at what is working and what is not. Following the evaluation and based on what objectives were met and were not met they will help to look at what the "real cost" were for 2016-17 year. What could they do without if they had to and what was essential. From that begin looking at what real dollars are needed and identifying where those funds might come from.

Year two and three would be really putting those plans in place, whether it was securing funds from the local ISD or another grant source etc. The first year is really trying to establish what the real cost will be for operating.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using voice and choice by student and families will be first set of feedback.

Then during each term using survey monkey or other sources to seek feedback on programs and what the families would like to have offered.

Each term will utilize this data to establish the next term or years activities to offer.

The Task Force would also give input and use the survey findings to help guide their selection (SWAT). Strengths, Weakness, Applauds and Threats.

At each term the ACE staff should have presentation to school board and other community events to share the success stories. Events such as fall festival will be perfect opportunity to showcase what students are achieving and experience in ACE.

A sustainability plan will be started the first year of programming but from the evaluation and surveys and more formal sustainability plan will be written.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project director and site coordinator will attend any and all required training. The kick off training and state training if awarded prior to conference. The ISD will handle the fiscal management of the grant with oversight from the Project Director and Superintendent. Using the Blueprint and My Texas ACE resources as a guide the grant will be managed according to state and federal guidelines. The ACE staff will meet weekly to ensure guidelines are being met. Then at least twice a month a fiscal monitoring to ensure funds are being used according to requirements, as well as can be physically accounted for in inventory.

The staff will each term provide training and support for the teachers and volunteers or partners that are providing programming. The project director or site coordinator will monitor on a weekly / daily basis of all staff and volunteers. Those will be done both formally and as needed. These will be shared with the administration.

As the first term completes staff will get feedback for students and staff on what is working and what is not. They will look at ways to improve or change as needed. Then in the spring they will enter fall grades as required for TX 21st and other required items like behavior. In the spring the process will be the same and summer.

At the conclusion of each year they will do a complete inventory to see if supplies need to be replenished and what items need to be replaced. The inventory list should be kept not just by ACE but ISD as well to ensure that if personnel changes occur the fiscal agent knows where properly is located. If at any time there is a resignation a complete evaluation and inventory should be accounted for before the final paycheck is cut.

Utilizing the Blueprint and other My Texas ACE resources the fiscal agent and ACE staff should have ongoing training during the year, as well as the formal state training provided.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1 Center Name: Jonesboro ISD

9 digit campus ID# 4632275

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12) PK-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served: 100

Number of Adults (parent/ legal guardians only) to be served: 30

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2 Center Name:

9 digit campus ID#

Distance to Fiscal Agent (Miles)

Grade Levels to be served (PK-12)

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

Number of Adults (parent/ legal guardians only) to be served:

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 4632275			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 4632275			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 9		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 10		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be selected by teachers and administration who show a high level of need first with academics, then behavior and attendance issues. Academics will not be solely based on grade but consideration will be given to pre test scores, demonstrated need or other indicators that the student would benefit from the extended hours. Enrichment will also be included in the program featuring programs such as archery, soccer, art, music and other programs currently not offered during the school day. Focusing on behavior will be an additional enrichment utilizing programs such as Character Counts, Pursuing Victory with Honor, karate and other programs that reinforces positive behavior and discipline.

Continued efforts will be made to offer students college and career awareness. Both local programs and field trips will be included to provide students opportunities to explore their future. Multiple programs will be offered to families to provide them opportunities to continue their education and enhance skills that might provide employment such as CNA program.

The activities will be aligned with school day but not replicate the school curriculum. It will be supportive activities that will enhance the learning experience for students. The activities will be interactive and intentional. The staff will explore both packaged and other sources for the best quality curriculum to design and implement the program. Utilizing resources and partners such as Texas Agri Life Extension to provide some of the curriculum and activities such as gardening to help reinforce math and science. Additional programs such as Character Counts or Pursuing Victory with Honor from Extension or other partners like the Boys and Girls Club in Gatesville, Texas.

ACE tentative outline:

6:45 – 7:45 am – (1 hr) / Morning homework help all grades and Book Club, possible character education with JH & HS using Pursuing Victory with Honor.

3:20 – 5:20 pm – (2 hr) One hour academic and one hour enrichment.

This will provide ACE programming for four days a week for a total of 12 hours. Friday morning's will be offered as well. Programming Monday – Thursday for 37 weeks beginning in August 2016 and running till July 2017. Breakfast will be available in morning and snack in the afternoon.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE programming for four days a week for a total of 12 hours. Friday morning's will be offered as well but running the program Monday – Thursday for 37 weeks beginning in August 2016 and running till July 2017.

Breakfast will be available in morning and snack in the afternoon.

Monday	Tuesday	Wednesday	Thursday	Friday
6:45 – 7:45 am	6:45 – 7:45 am	6:45 – 7:45 am	6:45 – 7:45 am	6:45 – 7:45 am
3:20 – 5:20 pm	3:20 – 5:20 pm	3:20 – 5:20 pm	3:20 – 5:20 pm	

Summer will run a minimum of 6 weeks as required.

With 100 students the minimum staff would be 5 but anticipate 4 will work on most days pending number of students on each day.

One full time site coordinator and full time Project Director.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Utilizing the TX 21st system the students attendance will be check in the morning and then they will go to school at close or morning ACE.

Afternoon there will be a central location for all students to sign in and get a snack before they are transitioned to first session. They will have attendance taken from the TX 21st activity sheet. For younger grades it will be teacher checking off and validating they are present and a time they check out if they leave during their activity. At close of activity the next session will again take attendance and if they leave early will indicate time. For older students they will sign in on the TX 21st form and sign out when leaving.

No student younger than HS, will be allowed to sign themselves out. This must be done by a guardian. The procedures for safety will be same as school day protocol.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In setting up the activities or courses small classes or groups / independent study will be one of the methods used to help students be successful in the ACE program. From the previous study done by a core group of grantees in another cycle it was proven that the more intimate experiences or small group study was most successful to make students retain the information they were working on.

Provide early motivation for college -going behavior, through an exploration of career choices and the continuum of Educational options that lead to those careers. Offer primary and secondary school students with age - appropriate opportunities to learn about college and careers.

In addition to class size the ACE program will also focus on hands on experience that will reinforce the skills or school day strategies. Getting the skills from multiple methods, possible worksheets during the school day and then reinforced with technology, hands on experience or other methods for after school to help students grasp the concept. For reading, simply giving them extra time to read or reading with another such as an older student. For Math it might include using technology with I Excel. Still another might be using music and learning to count.

Providing additional ways for students to learn their skills will be essential for them to master and pass the STARR exam. Many other best practices will be implemented in programming but the most essential is communication with the school day staff. Without the communication and cooperation the program will not be as successful.

Working with the teacher and counselor, weekly monitoring of student success will help the ACE staff to know who needs help. How they will need assistance and on what. The when will be every day, if they attend ACE.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For Jonesboro ACE the student to staff ratio will not exceed 1 to 20. For the academic side the goal is to have it 1-10 or 15. Ideally we are focusing on smaller groups to accomplish more personal time for each student that might help them be successful. The staff may vary and activities may change in order to meet the needs. It may not be as simple as setting up a one size fit's all homework help. The intent is to set up smaller groups so that students get the personal touch they might need.

In having smaller groups the teachers / staff will have a more of a chance to build a relationship with students. Often times building this relationship there becomes more accountability and might help teachers identify when a student is considering making a bad choice. Listening to them and discussing what is challenging will be helpful to both the teacher and student to achieving their goal.

With the smaller group setting it will also allow the teacher to keep students on task if they have a tendency of getting distracted. It holds them more accountable.

Likewise with the enrichment activities will be larger unless the activity is such that needs a smaller class. If students are in Archery that class will be smaller size due to safety concerns. Cooking would be smaller but Zumba could be larger. Depending on the activity and the skill being taught the classes will be respective to the need.

The character education activities will all be focused to help students that are at risk and might have behavior concerns. Pursuing Victory with Honor is related to sporting activities and showing good sportsmanship. Today more than ever it is challenging for students to find a good role model in the athletic field. This curriculum can be utilized by someone that is a coach or just a teacher to help students learn how to show good conduct on and off the field or court.

Allow voice and choice for students is also important so that students want to attend the program and area excited about learning. Providing programs that are innovative and fresh is one of the essential aspect that afterschool can offer. Many times during the school day time is pressed and teachers do not have the time to allow hand's on experiences.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This position would be part time and could be shared with the ISD. This individual will be essential to the team to communicate with the families and keep students involved. It not only will provide a link to the student but also could provide an opportunity for the family to improve their education. Many programs that will be offered will provide certification and other ways to improve their economic wellbeing. Jonesboro does not have a large community with language barrier but it does have economically disadvantage families. Sometimes due to lack of education, others due to barriers such as transportation and so forth. With the programs the goal is to help all families in ACE to improve their overall wellbeing.

For some learning to eat better and be healthier will be of benefit. Still others it might be gaining a CNA certification or welding certificate. The individual that is FES will have multiple opportunities to network with the school and teachers with ongoing activities as well as creating some new programs that have never been offered in the community.

Partnering with Texas Agri Life and the health department this part of ACE can be most meaningful and beneficial as the student achieving an improved grade.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because this is a part time position it will be essential that they have weekly staff meetings to coordinate how to recruit and programs that will be offered. It is anticipated that the meetings will be held once a week with all three staff members and at least once a month with the data person so they can coordinate activities.

There is one center for Jonesboro but it will be critical to coordinate with PK-12th grade to offer each parent what they might be needing. For those entering school it may be as simple as offering how to develop good study skills. For those in HS an activity might be College Prep 101 working in partnership with the school counselor. This is a team effort and not just an individual.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 4632275

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Classes may include but are not limited to:

CNA classes to become a certified nurse's aide.

Do Well Be Well – focused on diabetes and eating better.

BLT Food Prep – Quick and easy meals with four ingredients or less.

College 101 – how to help your student get accepted, what are the steps etc.

Cake Decorating

Creating a resource library with books and other helpful resources.

Zumba

The key is identifying what families want. Then the goal is to also provide a child care service during the classes and if not a student class at the same time as the parents. Offering several activities and not just something for them to come and watch the kids be recognized.

Partner with school for big events:

Health fair

Back to School

Open House

Fall Festival

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 4632275		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 4632275

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: